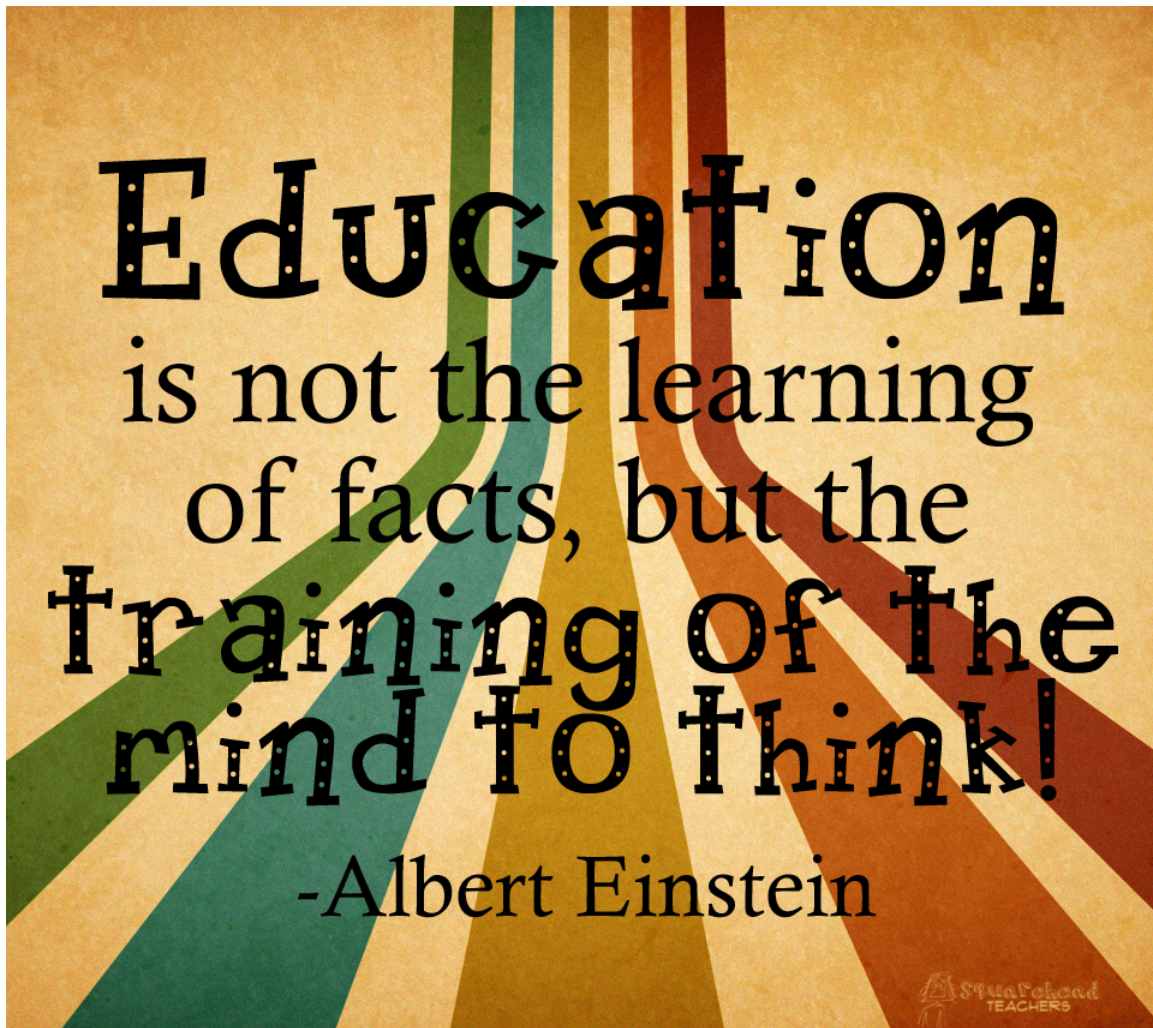


Making Thinking Visible: Authentic Assessment of Comprehension.

Learning how to assess student thinking while guiding them to deeper critical thought in any subject area using complex text and close reading as a foundation.

-Mark Levine



Is learning an internal process?

- What does the learning process look like?
- What does the learning process sound like?



None of the above is done in isolation and in silent collection!

Note: I realized early that students that are quiet and cooperative are sometimes trying to get by- by being not-so-innocent by-standers!

How do I know that a student is learning?

-What signs do they show?

-What can they do to prove it to themselves or me?



Note: I have had several students that have made their ways through one or more grades by hiding and blending into the background leaving them far behind. When I recognize this, it is time to get to work!

Do I have to have a quiz or exit slip to formatively assess?

- What are you quizzing? Content (memory) or process (thinking)?
- What is the time of response with a quiz or exit slip?
- Don't we want to guide student learning real-time with immediacy?



Note: In a Workshop model, your responses to student learning is happening while students are in the learning. They can demonstrate where they are at any given time.

What does the learning process look like?

- Reading with discussion, debating with evidence, becoming more curious with each step!
- Recognition of thoughts and curiosities, then further questions.



Note: Authentic learning requires knowing students and having the conversations with students to understand their thinking!

How are Compelling questions better than Learning Targets?

- Very Often Learning Targets are concrete.
 - Example...Students will identify the stages of Mitosis.
- Often the Learning Targets are agenda items.
 - Example...Today we will learn how the Americans won the Revolutionary War.



A Compelling question gets at a larger idea that causes automatic Critical Thinking!

This type of question is ultimately leading towards an Essential Question!

- Example... How are Plate Tectonics related to Volcanoes?

How do annotations of text lead to discussions, act as formatives, and measure growth?

- Annotations of text demonstrate students' strengths and weaknesses.
- Student annotations create questions for them and you!
- Student annotations give them something to question, be curious about, and create "what if" questions.
- Student annotations can demonstrate growth after mini-lessons about skills.



CLOSE READERS DO THESE THINGS

- ☒ Read the text slowly at least twice ►► x 2
- ☒ Get the gist of what the text is about ★
- ☒ Circle words you aren't sure of and try to figure them out ○
- ☒ Reread, annotate, and underline key vocabulary 📝✎
- ☒ Use the text to answer questions ???
- ☒ Gather evidence from the text 🔍
- ☒ Talk with each other about what you think it means 💬💬
- ☒ Read again to summarize or answer specific questions ↩